World Politics Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Colonialism Research Timeline: Grading Rubric**

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| --- | --- | --- | --- | --- |
| **Category** | **1**  **does not meet the standard** | **2**  **partially meets the standard** | **3**  **meets the**  **standard** | **4**  **exceeds the**  **standard** |
| **Research plan** (this evidence will come from your research worksheet) | No evidence of developing or following a research plan | Evidence of initial research on topic | Evidence of some refinement of research plan in response to initial findings | Research shows clear evidence of refinement of research plan, including targeted search in response to questions raised by initial findings |
| **Organization and clarity of writing** | Writing lacks organization and writing is confusing | Organization is inconsistent; some written sections are unclear | Writing is mostly organized, clear, and easy to follow | Organization of information is easy to follow; writing is clear and all make sense |
| **Historically accurate content** | Demonstrates little to no historically accurate content on chosen topic | Some factual content is included in order to meet some of the research objectives | Factual content is included in order to meet all research objectives | Extensive factual content is included and clearly tied to the research objectives |
| **Historical analysis and evaluation** | Demonstrates little to no analysis of content | Inconsistent use of analysis of content; understanding not always evident; some objectives met | Applies appropriate analysis and of the content to show understanding; all objectives are met | Evaluates the impact of the forces of colonialism on the country’s history and current status |
| **Standard English Conventions** | Limited evidence of knowledge of standard conventions of English; errors seriously interfere with communication | Several errors in a simplistic text; errors interfere somewhat with communication | Few errors relative to length and complexity; errors do not interfere with meaning; varied vocabulary choices | Complexity demonstrates a command of standard English conventions and a rich vocabulary |
| **Source usage** | No evidence of research sources in the essay | Fewer than three sources cited; sources don’t reflect any variety or intent | At least three credible sources, including electronic databases | Uses a range of sources, including electronic databases, that show awareness of desired information |
| **Source citation** | No use of in-text citation or works cited page | Sources inconsistently cited according to MLA format | Uses works cited page and in-text citations according to MLA format | Cites sources according to MLA format, including varying style for in-text citation (summary, paraphrase, direct quote) |
| **BONUS CATEGORY:**  **Images** | Includes at least one image that relates to the content of the timeline | Includes images for some of the events that connect to the content | Includes images for each event that connect to the content of the event | Includes images for each timeline event that demonstrate a deep understanding of the content |

Total points: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Grade: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_